YEAR NINE TEXT unit

**Tomorrow When the War Began by John Marsden**

**Introduction**

Content:

As Australian citizens, students will explore the history of Australia’s connection in the Asia-Pacific region looking in particular at the experiences of prisoners of war in WWII and our role in conflicts in Korea, Vietnam and Papua New Guinea. This exploration will develop students’ skills in making text to world connections that ensure understanding of the themes of a fiction text in this case Tomorrow When the War Began. Students will learn about the effect on theme and pace of plot structure in novels. They will also revise and develop their understanding of narrative viewpoint, exploring the effects of retrospective first person in relation to the novel. Students will analyse the characters in the novel and their relationships and learn about the ideas and messages that these characters represent and how these are conveyed by the writer. The particular style of action novels will be analysed, alongside other action texts, looking particularly at the use of verbs and adjectives and the balance of action and dialogue and the pacing of plot to create tension for the reader. Students will explore the themes of the text in particular the effects of conflict, the need for resilience in conflict and the relationship between particular characters and the handling of conflict. Students will express their views individually and in groups regarding historical viewpoints and understanding of textual events. They will also display oral skills in group and individual activities regarding characterisation and plot as well as the ability to evaluate the work of their peers. Students will demonstrate their understanding of the text by writing a creative response to the novel and also writing an analytical text response under exam conditions.

Key Terms:

Retrospective first person narrative, plot structure, characterisation, action genre, dialogue, tension, conflict, moral responsibility, invasion, democracy.

Aims and Objectives:

**Skills – Students will be able to**

* Research effectively – scanning and skimming for key information
* Consolidate their skills in independent reading using strategies of connecting to the text, predicting, questioning and visualising.
* Consolidate and develop skills in structuring a text response
* Consolidate and develop ability to write reflectively and analytically for reflective piece and analytical text responses
* Communicate effectively with their peers and construct new planning strategies.
* Conference and peer assess written tasks as required.

Knowledge – Students will know

* Invasions have a negative impact on indigenous peoples.
* Australia’s identity is partly based on war time experiences in the Asia Pacific region.
* The plot of the novel.
* The key quotes that sum up characterisation in the novel.
* Key quotes that address themes of the novel.
* Relationships between main characters and how they impact on plot development.

Understanding – Students will understand

* Writers use action novels to explore themes surrounding the causes and effects of conflict.
* Effects of writing from a retrospective first person narrative viewpoint.
* How relationships develop and change in times of stress.
* How the text explores personal development and growth in times of conflict.
* How crisis brings out the best and worst in others.
* How it is difficult to define moral behaviour in times of war.
* That friendship and family can be catalysts for action.
* Australia’s isolation and vulnerability regarding the rest of the world.

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| **Learning Activity** | **Student Product** | **Formative/Summative** |
| Students to read to chapter four by end of introductory activities.  Reminder of reading strategies – students to use text coding to connect with text – text to self, text to world, text to text, questioning, predicting, visualising, noting with particular reference to plot. | * Reading of text practising independent reading strategies |  |
| Class discussion of ‘conflict’ – what does it mean? What does it look and feel like?  Discuss history of invasions and how people were dispossessed and how these invasions affected people in the long run. American Indians, Indigenous peoples – dispossession leading to alcoholism, lack of education, destruction of culture, loss of history, second class citizens  Discuss and research Australia’s experience of conflict in Asia Pacific region Discussion of novel in historical context.  Set research task for class folder.  Revisit research skills – skimming, scanning, looking at topic sentences etc.  experiences of prisoners of war in WWII and our role in conflicts in Korea and Vietnam and Papua New Guinea.   * Research. * Preparation of an individual page on a pre-selected topic for class file.   Examples:   * World War Two and Australia’s role * Conflict and combat roles for men and women over the past 100 years * The importance of friendship, family and community   Australia and Asia – a genuine  relationship | * Class generated posters in small groups based on conflict. * Personal reflection. * Oral presentations in groups – about incident of invasion of a country | F  F |
| Small group discussion about the impact of role of trauma and fear in our lives. Mind mapping activity – groups of three  1. What key events have shaped and influenced your life?  2. What are you afraid of?  3. What have been the most frightening and difficult experiences of your life and how have these experiences affected you?  4 How have you dealt with these experiences?  Alternatively, students to stand up and talk about embarrassing incidents.  Link these discussion to the novel | * Mind mapping activity – groups of three * Draft and final written reflective piece. * Peer reflection sheets completed. | F  S |
| Teacher to have small group conferences to discuss reading of novel – sharing of questions, t-s, t-t t-w coding. Students to keep notes from these discussions – allowing for independent thinking as class reads the novel  During reading ask students if they have questions about the text - whole group discussion.  Teacher gives students quote lists, students have to find quotes, and analyse – who said them, what do they mean, what characterisation/themes they relate to. | * Individual student notes on chapters – from conferencing and group activities * Directed class discussion * Analysis of quotes | F  F  F |
| Characters allocated to small groups – groups of two and three. Students to explore how each character viewed the events of the novel differently from each other – reporting back to class – character notes. Choose one character and write a profile of them.  Focus on their personality, ability to deal with stress and conflict, relationships with others and role in the plot.  Hot-seating students as characters – class creates questions to ask key characters . Can lead to journal entries by characters.  Groups of three students to create theme posters – present to class and post on classroom wall. Key themes:  How relationships develop and change in times of stress.  How the text explores personal development and growth in times of conflict.  How crisis brings out the best and worst in others.  How it is difficult to define moral behaviour in times of war. | * Group discussion * Individual notes on characters * Drafted, typed and printed profile for class anthology. * Theme posters   and group oral presentation. | F  F |
| You may wish to view the film version of the text. Students to write a creative response to the novel that demonstrates themes, ideas and issues. This could be an extra chapter, a section told from the viewpoint of a different character (explore impact and use of first person narrative), an epilogue. Some students may wish to negotiate their own task – key thing is that the writing is their own and is firmly inspired and linked to the novel. Letters by characters, opinion piece or editorial about the invasion as examples of particular creative responses that could be created. Discussion of how this should be done in class required, but suggest drafting in class and then a set time such as a double to do the final copy. Students should also complete a short commentary about their intentions for the piece. The commentary will answer such questions as: How does the piece link to characterisation and key themes? What did you intend your readers to think and feel by the time they had read the piece? How does the style of writing relate to the novel?  This task could be completed mid way through the novel if teachers prefer. | * Creative Response to novel. Suggested final length – minimum 500 words (except for students who need modified work). | S  F |
| Re-familiarise students with the TEEL structure.  Provide agreed thematic and character based topics.  Set up TEEL planning grid for use when text response is completed under strict exam condition. | * TEEL plan completed in class. * TEEL text response completed under formal exam conditions. * Assessment using standard rubric. | S |
| **Resources.**   * The novel. * Wikipedia.   org/wiki/Tomorrow When the War Began.   * [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) * Wantirna English wiki. |  |  |

**Links to Australian Curriculum:**

* Understand that roles and relationships are developed and challenged through language and interpersonal skills.
* Understand that authors innovate with text structures and language for specific purposes and effects.
* Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness.
* Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various life matters in texts.
* Analyse text structure and language features of literary texts and make relevant comparisons with other texts.
* Review and edit students’ own and others’ texts to improve clarity and control over content, organisation and literary devices.
* Present an argument about a literary text based on initial and subsequent analysis of the whole text.